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ABSTRACT

The project was designed to provide vocational teacher educators in Colorado with an alternative delivery system for inservice vocational teacher education which would overcome barriers of distance (and difficult winter travel), expense, and low student density. A task force composed of staff members of the State Board for Community Colleges and Occupational Education, Departments of Vocational Education of Colorado State University and the University of Northern Colorado, and active teacher-coordinators from all service areas in vocational education jointly formulated a curriculum consisting of goals, objectives, and evaluation criteria for an introductory course in coordinating techniques of cooperative programs. An alternative delivery system for off-campus instruction using videotapes and other audio visual materials, printed modules, and facilitators was developed by the task force. Revisions based on the results of field tests of the first three modules were incorporated into the total package (modules and videotapes) which (according to an evaluation study) can be utilized by field personnel to teach the course with assured quality and content. Field test data are included. Appended material (three-fourths of the document) contains: names of the task force members, the course outline, videotaping schedules and guides, and course evaluation instruments. (Author/MS)

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FINAL REPORT

Project Number VO 294 VZ
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EFFECTIVENESS OF AN ALTERNATIVE DELIVERY SYSTEM FOR IN-SERVICE VOCATIONAL TEACHER EDUCATION

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U.S. Department of Health, Education, and Welfare
Office of Education

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It is appropriate to acknowledge the efforts of persons whose assistance, cooperation and special efforts contributed greatly to the success of this project. Special credit and recognition is due Jeanne Breiner, Project Secretary, for the many hours of extra effort spent on project work.

In addition, recognition is given to Emilie Kazerani, Research Associate for her work in data collection and analysis.

Donald L. Richardson
Director

ABSTRACT

The purpose of the "Coordinating Techniques" Project was to provide vocational teacher educators in Colorado with an alternative delivery system for in-service vocational teacher education.

The procedure for developing the alternative delivery system was to utilize a task force composed of staff members of the State Board for Community Colleges and Occupational Education, Colorado State University and the University of Northern Colorado -- Departments of Vocational Education and active teacher-coordinators from all service areas in vocational education to jointly formulate a common curriculum consisting of goals, objectives and evaluation criteria for an introductory course in cooperative vocational education -- "Coordinating Techniques."

The two departments then developed an alternative delivery system for off-campus, in-service instruction in cooperative vocational education -- "Coordinating Techniques" -- using videotapes and other audio visual materials, printed modules and facilitators. The course content was divided into fifteen logical topic areas. A format was developed and submitted to the task force for approval. Using the approved format, the first module was developed and submitted to the task force for review and revision. Using this module as a model, the next two modules (numbers 2 and 3) were developed. Modules 1, 2, and 3 were then field tested during Spring Quarter, 1975. The results of the field test were then used to revise these modules and develop the remaining modules.

The task force identified the topical areas that could best be taught with the use of videotapes. Using these areas, a guide was developed for each videotape and taping was completed.

The project resulted in a total package (modules and videotapes) which can be utilized by field personnel to teach the course with assured quality and content.

FINAL REPORT

The Problem

Because of credentialing and recredentialing requirements as set forth in the Colorado State Plan, it is necessary to provide mechanisms which will allow teachers in the field to meet the stated requirements. The two vocational teacher education institutions in Colorado (Colorado State University at Fort Collins and the University of Northern Colorado at Greeley) are faced with the problem of serving vocational teachers in the field with in-service training experiences as well as providing pre-service training for persons desiring to become vocational teachers.

There are several constraints which make this in-service training task difficult to accomplish. First, Colorado has several isolated rural areas which must be served with in-service education. This isolation is complicated in the winter months because of the Rocky Mountains which divide the state from north to south, making travel difficult to schedule on a regular basis. Second, there is a distance constraint. Both universities authorized to teach vocational in-service courses are located in the northeastern portion of the state. Areas which have to be served with in-service education include: Grand Junction, 308 miles one way; Holyoke, 143 miles one way; Lamar, 251 miles one way; La Junta, 227 miles one way; Leadville, 163 miles one way; Pueblo, 164 miles one way; Durango, 394 miles one way; etc.

The distance, coupled with faculty cost, travel time, and expense, as well as low student density, make in-service education in most areas of the State economically difficult for the authorized universities to meet. The solution to the in-service problem centers around overcoming the above mentioned barriers.

In attempting to arrive at a solution, the following project objectives were identified.

Objectives

1. The University of Northern Colorado and Colorado State University, Departments of Vocational Education and State Board staff members will jointly formulate a common curriculum consisting of goals and objectives and evaluation criteria for an introductory course in cooperative vocational education - Coordinating Techniques.
2. The two departments will develop an alternative delivery system for off-campus in-service instruction in Cooperative Vocational Education and Coordinating Techniques using videotape, discussion leaders and other techniques.

Procedure

The procedure for developing an alternative delivery system for in-service vocational teacher education was as follows:

1. Designation of ½ F.T.E. at each teacher education university.
2. Selection of task force members (see Appendix A).
3. Review of competencies needed by teacher-coordinators of cooperative vocational education programs.[1]
4. Development of comprehensive common curriculum--including objectives (see Appendix B).

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[1]Cotrell, Calvin J., Chase, Shirley A., and Molnar, Marilyn J. Model Curricula for Vocational and Technical Teacher Education: Report No. V--General Objectives, Set II. Columbus, Ohio: The Center for Vocational and Technical Education, September, 1972 and Crawford, Lucy C., A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Blacksburg, Virginia: Virginia Polytechnic Institute, December, 1967.

5. Review of curriculum by task force.

6. Development of delivery system.

7. Division of common curriculum in modules:

    * Module # 1 - Developing Program Policy
    * Module # 2 - Functions with School and Community Personnel
    * Module # 3 - Recruiting Students
    * Module # 4 - Student Selection
    * Module # 5 - Locating Training Stations
    * Module # 6 - Developing Training Stations
    * Module # 7 - Legal Considerations
    * Module # 8 - Placing Students
    * Module # 9 - Sponsor Development
    * Module #10 - Training Plans
    * Module #11 - Planning Visitations
    * Module #12 - Conducting Visitations
    * Module #13 - Related Instruction
    * Module #14 - Student Organizations and Cooperative Education
    * Module #15 - Public Relations for Cooperative Education

8. Identification of modules best taught with the use of audio visual materials for support.

9. Identification of existing media suitable for use with modules.

10. Development of video taping program for project (see Appendix C).

11. Review of Module 1 by task force.

12. Revision of Module 1.

13. Development of Modules 2 and 3.

14. Development of evaluation method for testing (see Appendix D).

15. Testing of control group (site #A) and testing of Modules 1, 2, and 3 (site #B).

16. Development of color videotapes.

17. Development of Modules 4 through 9.

18. Testing of Modules 1 through 8 (site #3).

19. Revision of Modules 2 through 9.

20. Development of Modules 10 through 12.

Using the evaluation instruments (Appendix D) data was collected from the following sites where the Coordinating Techniques course was taught:

Site A - Colorado Springs

Served as control group--course taught by traditional delivery system utilizing regular university personnel.

Site B - Greeley

Served as an experimental group--utilized first three modules of alternative delivery system.

Site C - Fort Collins

Served as an experimental group--utilized first eight modules of alternative delivery system--utilized non-university facilitators.

At all test sites, all students were given pretests on the material continued in the first eight modules at the first door session prior to any instruction taking place. At test site A the students were given a post-test after covering material which would be equivalent to that contained in a particular module, until post-tests on eight modules were given. The post-tests were administered easily since the instructor at test site A was using the common curriculum which had been agreed upon by the task force.

At test site B students were given post-tests after the facilitator had covered each particular module.

The students at test site C were given post-tests on all eight modules after the facilitator had covered that particular module.

The tables on the following pages show comparisons of the various test sites relative to the effectiveness of the delivery systems which were utilized at that test site.[1]

[1]All groups were tested for homogenity and were found to be homogenous.

TABLE 1

"t" TESTS BETWEEN TEST SITE A AND

TEST SITE B ON PRE AND POST SCORES

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE B MEAN	TEST SITE B VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
PRE-TEST						
MODULE 1	3.0714	2.5329	3.875	2.5489	1.4992	
MODULE 2	2.7142	2.8736	3.6666	1.5362	1.9933	
MODULE 3	2.6041	.8473	1.9285	1.6098	1.8966	
POST-TEST						
MODULE 1	4.9285	1.6098	8.9583	7.1503	6.2720	*
MODULE 2	3.8571	.7472	5.6458	2.0973	4.7678	*
MODULE 3	3.1785	.4464	4.0416	.8460	3.0649	*

NOTE: Test site A utilized the traditional delivery system.
Test site B utilized the alternative delivery system.

Table 1 indicates that there was no significant difference in the scores of the pretests between the control group and the experimental group. There was, however, significant difference in the results of the post-tests with the experimental group showing a significantly greater gain in their scores on the post-tests.

TABLE 2

"t" TESTS BETWEEN TEST SITE A AND

TEST SITE C ON PRETEST SCORES

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE C MEAN	TEST SITE C VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
PRE-TEST						
MODULE 1	3.0714	2.5329	3.7916	2.4299	1.1612	
MODULE 2	2.7142	2.8736	3.1666	1.2878	.7850	
MODULE 3	1.9285	1.6098	2.8333	.9242	2.0209	
MODULE 4	2.1428	2.5164	2.7083	1.4753	1.0067	
MODULE 5	1.6785	1.8310	2.4583	1.1117	1.6181	
MODULE 6	1.9642	3.5178	2.5833	1.5378	.9741	
MODULE 7	.6071	.6607	.625	.6420	.0563	
MODULE 8	2.1071	2.0453	2.7916	1.2481	1.3426	

NOTE: Test site A utilized the traditional delivery system.
Test site C utilized the alternative delivery system.

Table 2 indicates that there was no significant difference in the scores of the control group and the experimental group in the pretests for modules 1 through 8.

TABLE 3

"t" TESTS BETWEEN TEST SITE A AND

TEST SITE C ON PRETEST SCORES

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE C MEAN	TEST SITE C VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
POST-TEST						
MODULE 1	4.9285	1.6098	8.37	3.2329	5.7110	*
MODULE 2	3.8571	.7472	7.0833	2.5378	6.2689	*
MODULE 3	3.1785	.4464	5.2083	1.5208	5.0974	*
MODULE 4	4.1428	1.8241	4.2916	1.2935	.3008	
MODULE 5	3.5714	.3021	6.2916	.9299	8.6520	*
MODULE 6	5.5	2.1538	6.9583	2.7935	2.3697	*
MODULE 7	2.5714	.4175	4.25	.9318	5.2791	*
MODULE 8	4.7142	1.1428	5.6666	.3787	2.8311	*

NOTE: Test site A utilized the traditional delivery system.
Test site C utilized the alternative delivery system.

Table 3 indicates that there was a significant difference in the post-test scores on all modules except module 4. The experimental group showed a significantly higher gain on the post-tests, with the exception of module 4, than did the control group.

TABLE 4

"t" TEST BETWEEN TEST SITE A AND

TEST SITE B ON THE ATTITUDE SCALE

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE B MEAN	TEST SITE B VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
"RESPONSE TO METHOD" SECTION	31.8461	23.8076	15.5833	27.8188	9.1843	*
"RESPONSE TO CONTENT" SECTION	15.3846	17.4230	11.7083	12.2155	2.8533	*
"RESPONSE TO EXPECTATION" SECTION	14.3076	10.2307	6.5833	9.4710	7.192	*
TOTAL SCORE OF THE ATTITUDE SCALE	61.5384	124.9358	33.8750	89.9402	7.9566	*

NOTE: Test site A utilized the traditional delivery system

Test site B utilized the alternative delivery system

Table 4 compares the results of scores on the Attitude Scale between the control group (A) and an experimental group (B) which utilized only three modules. In the "Response to Method" section, the experimental group showed a more positive reaction to the method of delivery than did the control group.

In the "Response to Content" section, the control group showed a slightly more positive response than did the experimental group. At this time it is difficult to explain the difference since the content at both sites was identical.

The control group indicated that their expectations were more nearly met than were those of the experimental group.

When the total score of the two groups on the Attitude Scale is compared, the control group shows an overall more positive attitude than does the experimental group. This difference may be due to students being accustomed to courses being taught by the traditional delivery system and not being accustomed to the alternative delivery system where there is less guidance and direction from the facilitator than from a professor in the traditional system.

TABLE 5

"t" TEST BETWEEN TEST SITE A AND

TEST SITE C ON THE ATTITUDE SCALE

	TEST SITE A MEAN	TEST SITE A VARIANCE	TEST SITE C MEAN	TEST SITE C VARIANCE	"t" TEST RESULTS	DIFFERENCE SIGNIFICANT AT THE .05 LEVEL
"RESPONSE TO METHOD" SECTION	20.75	120.3863	34.3333	9.3333	40.553	*
"RESPONSE TO CONTENT" SECTION	14.5	6.8181	16.25	6.0227	1.6199	*
"RESPONSE TO EXPECTATION" SECTION	8.3333	44.2424	15.5	5.9090	3.5056	*
TOTAL SCORE OF THE ATTITUDE SCALE	43.5833	331.9015	66.0833	38.0833	4.0521	*

NOTE: Test site A utilized the traditional delivery system

Test site C utilized the alternative delivery system

Table 5 represents a comparison between test site A and test site C on the Attitude Scale. In this comparison, there was a significant difference in all areas except the "Response to Content" section of the scale. The "t" test results in the "response to method" section indicates again that there was a somewhat more positive response to the traditional method than there was to the alternative method. The same can be said for the "Response to Expectation" and the "Total Score" section.

Conclusions

Based on the results of the testing, it is possible to conclude that the alternative delivery system which has been designed by Colorado State University and the University of Northern Colorado, Departments of Vocational Education, is an effective alternative delivery system. The students at the experimental sites showed a significantly greater gain in scores on the post-tests than did the students in the control group. Based on these facts, the conclusion can be drawn that the alternative delivery system is actually more effective than is the traditional delivery system. The attitude scale results indicate that the alternative delivery system was actually favored by students at one of the experimental sites.

Recommendations

Based on the results of the study the following recommendations are offered:

1) that a facilitator's handbook be developed to further aid facilitators in understanding their role in the alternative delivery system
2) that the balance of the modules be tested
3) that all modules be reviewed and necessary revisions be made
4) that the videotapes be reviewed and perhaps redone in some areas
5) that other in-service vocational teacher education utilize the alternative system which has been developed as a result of this project

APPENDIX A

PROJECT TASK FORCE MEMBERS

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APPENDIX B

Course Outline For

COORDINATING TECHNIQUES OF COOPERATIVE PROGRAMS

Session	
1	Developing Program Policy
2	Recruiting and Selecting Students
3	Training Station Development
4	Training Station Development
5	Student Placement
6	Sponsor Development
7	Training Plans
8	Visitations and Evaluation
9	Related Instruction and Youth Organizations
10	Public Relations in Cooperative Education

Session No. 1

ORIENTATION AND REGISTRATION

and

DEVELOPING PROGRAM POLICY

Objectives:

1. To identify essential elements of a cooperative program
2. To identify types of cooperative programs
3. To distinguish the cooperative method from other types of school programs which use "work" as a part of their programs
4. To identify terminology used in the cooperative method of instruction

Session No. 1 (continued)

A. Developing program policy

1. Length of program

a. 1 year (all coop)

b. 2 years (last year coop)

c. 3 years (last two years coop)

2. Number of credits

3. Reporting system

a. Required and/or necessary forms

4. Release time

a. Teacher-coordinator-coordination time-extended contracts

b. Students

5. Reimbursement

a. Travel

b. Club expenses

6. Advisory committee function

a. Public relations

b. Student selection

c. Training station development

d. Surveys

7. Scheduling with counselor

a. Student conflicts

b. Screening students

8. Coordination ethics

a. Program ethics

b. Multi-coordinating

Session No. 2

RECRUITING AND SELECTING STUDENTS

Objectives:

1. To identify the various methods available for recruitment of students
2. To explain the procedures used in the various recruitment methods
3. To identify the criteria used in selecting students
4. To identify and explain procedures utilized in selecting students for cooperative programs

Session No. 2 (Continued)

A. Recruiting and selecting students

1. Methods of recruitment

a. Phamlets

b. Assemblies

c. Other general classes (i.e. - English)

d. Feeder programs

e. Bulletin boards

f. Business community

g. Counselors

h. Other teachers

2. Selection Criteria

a. Grades

b. Interest

c. Aptitude

e. Attendance

f. Transportation

g. Class standing

h. Health

i. Activities

j. Staff (other teachers, counselors) evaluation

3. Selection process

a. Forms

b. Student records (cum. folders)

c. Interview

1. Determining student needs

2. Determining student objectives

d. Parent visitation

Session No. 2 (Continued)

4. Problem areas
    a. Bright students
    b. Slow students
    c. Grooming
5. Special considerations
    a. Race
    b. Religion
    c. Other

Session No. 3 & 4

TRAINING STATION DEVELOPMENT

Objectives:

1. To define what a training station is
2. To identify techniques used in the identification of training stations
3. To identify qualities which are desirable in training stations

Session No. 3 & 4 (Continued)

1. What is a training station?
    a. Adequate physical facilities
    b. Adequate equipment
    c. Reputation of business
    d. Willingness of management to cooperate with program (provide training -- not just a "job")
    e. Willingness of employees to cooperate with program
    f. Reputation of business
        1. Employer - management
        2. Employees
2. Locating training stations
    a. Surveys
    b. Chamber of Commerce
    c. Civic organizations
    d. Advisory committees
3. Contacting training stations
    a. Letter of introduction
        1. Signed by administrators
    b. Calling for an appointment
    c. What to take with you (packet)
        1. Booklet explaining the program
        2. Sample of training agreement
        3. Sample of training plan
        4. Sample of evaluation
        5. Sample of student introduction
        6. Your business card
        7. List of advisory committee members

Session No. 3 & 4 (Continued)

4. Legal considerations

   a. Hazardous occupations

   b. Minimum wages

   c. Work permits -- proof of age certificate

   d. Workmen's compensation -- school insurance

   e. Unemployment compensation

   f. Hours of employment

Session No. 5

STUDENT PLACEMENT

Objectives:

1. To identify methods of placing students in the correct business
2. To determine procedure of placing students

Session No. 5 (Continued)

A. Student placement

1. Matching the training station and the student

2. Preparing the student

a. Completion of application forms

b. Resumes

c. Introduction cards -- student folders

d. Interview techniques

e. Grooming

f. Dress

3. The training agreement

a. Essential elements

b. The importance of a trial period

c. Including the parents

Session No. 6

SPONSOR DEVELOPMENT

Objectives:

1. To identify methods of sponsor development
2. To explain the importance of sponsors understanding the program
3. To determine the responsibilities of all parties in training

Session No. 6 (Continued)

Revision of SPONSOR DEVELOPMENT

1. Sponsor conference
   a. Individual
   b. Group
   c. Appropriate time
2. Program information
   a. Sponsor role
   b. Student role
   c. Teacher-coordinator role
   d. Parent's role
   e. The school's role
3. The sponsor as an educator
   a. Student orientation
   b. Student training and instruction
   c. Developing and utilizing training plans
   d. Progress and evaluation
4. Sponsor development as an ongoing process
5. Sponsor recognition

Session No. 7

TRAINING PLANS

Objectives:

1. To explain the purposes of the training plan
2. To identify the necessary components of a training plan
3. To develop an effect method of preparing training plans
4. To identify various types of training plans

Session No. 7 (Continued)

1. What is a training plan (what it does and how it works)
2. Ingredients of a training plan
   a. What will the student learn
   b. When will the student learn
   c. Where will the student learn
3. Working with the student in developing the plan
   a. Career objectives
   b. Skills, attitudes, and knowledge needed
   c. What the student already possesses
4. Working with the sponsor in developing the plan
   a. What the student needs: skills, attitudes, knowledge
   b. What the business can provide
   c. When and how will the student learn
5. Bringing the student and the sponsor together in formulating the plan
   a. Have the student discuss the plan with the sponsor
   b. Meeting with the student and the sponsor
6. Types of training plans
   a. Outline
   b. Checklist
   c. MBO

Session No. 8

VISITATIONS AND EVALUATION

Objectives:

1. To identify the activities of a coordination during visitations
2. To describe the various type of evaluation instruments used in cooperative education
3. To explain the various methods of conducting evaluations

Session No. 8 (Continued)

A. Scheduling appointments

B. What to do on visitations

1. Review training plans

2. Determine student progress

3. Observe student working

4. Discuss problems

a. With sponsor

b. With owner/manager (if appropriate)

c. With other employees (if appropriate)

5. Determine related group or individual instruction needed

6. Plan field trips

7. Plan guest speakers

8. Secure material for instruction

9. Discuss student's future

a. Advancement

b. Wage increases

10. Observe business

a. Physical conditions

b. Attitudes of other employees

11. Evaluation of student progress

C. Follow-up visitation with a student conference at school

D. Evaluating the student's performance and progress

1. Use of training plan as a basis for evaluation

2. Evaluation of general employment attitudes and characteristics

E. Methods of conducting evaluations

1. How often

2. Student self-evaluation

Session No. 8 (Continued)

E. Methods of conducting evaluations (continued)

3. Delivering the evaluation instrument

4. Joint conferences

5. Grading evaluations

F. Type of evaluation instruments

1. One time

2. Cumulative

G. Discussing evaluation with students

Session No. 9

RELATED INSTRUCTION

and

YOUTH ORGANIZATIONS

Objectives:

1. To identify the various types of related instruction in a cooperative program
2. To explain methods of determining instructional needs of students
3. To explain the role of youth organizations in the instructional program

Session No. 9 (Continued)

A. Types of related instruction

1. General

2. Specific

a. Group

b. Individual

B. Planning related instruction

1. Physical facilities

a. Classroom

b. Office

c. Library

d. Conference or seminar room

2. Materials

a. Printed

1. Books

2. Magazines

3. Programmed

4. Etc.

b. Slides

c. Tapes

d. Video

e. Community resources

3. Projects

a. In the school

b. In the community

c. Coordinating with youth organization activities

4. Special considerations in filing system

5. Planning time, sequence and scope

C. The youth organization and instruction

Session No. 10

PUBLIC RELATIONS IN COOPERATIVE EDUCATION

Objectives:

1. To cite the importance of a well planned program of public relations
2. To identify the elements of a public relations program
3. To provide information to allow for the development of a public relations program

Session No. 10 (Continued)

1. Why a public relations program
2. In school coordination as an element of public relations
    a. Reports to administration
    b. Working with "academic" teachers
    c. Working with counselors
    d. Attendance at staff meetings
    e. Attendance
    f. Coordinating program activities with school calendars
3. Keeping parents informed
4. Belonging to and participating in community organizations
5. Working with local media
    a. Newspapers
    b. Radio Stations
    c. Television stations
6. Involving the advisory committee in your public relations program
    a. Mailings
    b. Surveys
    c. Program promotions
    d. Civic Organizations
7. Program "scrapbooks" or "yearbook"
    a. Articles
    b. Pictures of activities
    c. Invitations
    d. Projects

8. The importance of being ready to answer concerns and complaints

   a. Program is too expensive

   b. Coordinator not teaching full load

   c. Program is employment agency

   d. Selection of students

   e. Others

APPENDIX C

Modules which were identified as being best understood with the use of videotapes:

Module 4	Student Selection - Tape with two segments
Module 6	Developing Training Stations
Module 8	Placing Students
Module 9	Sponsor Development
Module 10	Training Plans
Module 12	Conducting Visitations

Videotaping Schedule for June 5 and 6

THURSDAY

Time		*Location*
8:00	*Training Plans*	*Teacher's Lounge Area*
10:00	*Training Station Development*	*Receptionist and Administrative Office Area*
1:00	*Sponsor Development*	*Teacher's Lounge Area*

FRIDAY

8:00	*Evaluation*	*Health Occupations Area*
1:00	*Student Screening*	*Health Occupations Area*

STUDENT SCREENING

Tape 1 -- Student Interview -- Good Student

Setting -- School Office

Teacher desk and side chair, normal desk top items

Personnel -- Teacher-Coordinator -- Georgeann Kahler
Home Economics
Loveland High School
Loveland, Colorado

Student --
Loveland High School
Loveland, Colorado

Tape #1 is to be the teacher-coordinator conducting a screening interview with a student who has made an appointment. The purpose of the interview is to help the coordinator gain information about the student in terms of maturity, voice, appearance, goals, etc. (Note: This is to be an interview with a "good" student, well groomed, etc.)

Special materials needed:

* Application Blank (2)
  (One of which the student has completed prior to the interview)

* School Records (from counselor's office) (2)
  Grades, attendance, etc. (One of which is to be "dummied" for student in interview -- one blank for use in module)

* Teacher Recommendations (4)
  3 completed for student
  1 blank for module

* Interview Form
  1 to be completed during interview (2)
  1 blank for module

Sequence - Open

Teacher-coordinator is sitting at desk reviewing the student's already completed application, talking out loud to self (for benefit of viewers). Student knocks - enters - interview follows:

Normal Interview

- Attendance
- Teacher Recommendations
  (At least one from feeder class)
- Career Goal
- Previous Work
- Currently Working
  (Student will be, but not in a suitable station -- must be willing to quit)
- Transportation
- Parent Feelings
- Teacher-Coordinator explains program briefly
  Includes:
  - Class
  - On-the-job training
  - Student organization
- Student given opportunity to ask questions about program
- Present credit situation
- Type of job placement desired
  (This student has specific idea)
- Willing to be placed for summer

Wrap up

When student will be notified

Cameras

Pick up parties as they are talking -- "come in" on papers as they are used in the interview.

STUDENT SCREENING

Tape 2 -- Student Interview -- Poor Student

Setting -- School Office -- same as tape #1

Personnel -- Teacher-Coordinator -- Georgeann Kahler
Home Economics
Loveland High School
Loveland, Colorado

Student --

Loveland High School
Loveland, Colorado

Tape #2 is to be the same as #1 except that the type of student changes -- this time the student is to be a "poor" student -- "yes" and "no" answers, offers little information, not too well dressed, etc.

Special Materials Needed:

Same as for Tape #1

Sequence

Same as for Tape #1

Cameras

Same as for Tape #1

TRAINING STATION DEVELOPMENT

Tape #1 -- Initial Contact

Setting -- Business Office with Receptionist
Receptionist station, desk, and side chair

Personnel -- Jeni Forbes
Business and Office Teacher-Coordinator
Poudre High School
Fort Collins, Colorado

Randy Brillhart -- Personnel Director
United Bank of Fort Collins
Fort Collins, Colorado

Tape #1 is to be the teacher-coordinator arriving at the training station for an appointment. This is the first call the teacher-coordinator has made at this station.

Special materials needed:

* Teacher-coordinator business card (2)

* Packet (2)

Sequence - Open

Teacher-coordinator arriving at business.
Hands card to receptionist.

Receptionist shows her to office.

Introduction

Teacher-coordinator refers to letter and starts on program explanation

(Program explanation includes use of materials in packet.)

After explanation, employer agrees to interview students.

Teacher-coordinator discusses 2 or 3 students with employer

Employer sets up interview schedule

Camera

Same as other series

TRAINING STATION DEVELOPMENT

Tape #2 -- Placing Students

Setting -- Same as Tape #1

Personnel -- Jeni Forbes
Business and Office Teacher-Coordinator
Poudre High School
Fort Collins, Colorado

Bob Sheritt -- Computer Services Manager
United Bank of Fort Collins
Fort Collins, Colorado 80521

Special Materials Needed

* Training Agreement (2)

* Training Outline (2)

* Evaluation forms (2 types) (2)

Sequence

Teacher-coordinator returns to personnel office and goes through receptionist (has appointment)

Employer calls in the training sponsor and excuses himself

Review of program with training sponsor

Goes over training agreement

Goes over training outline (go through duties)

Goes over evaluation forms

Wrap up with leaving to see facility

Camera

Same as other series

SPONSOR DEVELOPMENT

(1 tape only)

Teacher-Coordinator and 5 Training Sponsors

Setting -- Seminar Room with round table for 7 people

Personnel -- Teacher-Coordinator -- May Howell
Distributive Education
Teacher-Coordinator
Denver Public Schools
Denver, Colorado

Training Sponsor -- (1) Karen Kiel -- K-Mart
(2)
(3)
(4)
(5)
(6) Dummy Name and Company

The tape is to be the teacher-coordinator working with a small group of training sponsors to help them understand their role in the cooperative program. The meeting is taking place in a seminar room at school.

Special Materials Needed:

* Name plates (name and business)

* Coffee

* Hook and Loop Board (May will supply)

Sequence - Open

Individuals are standing or sitting in room visiting with one another.

Teacher-coordinator starts meeting and asks each person to introduce themselves.

Comments by teacher-coordinator reviewing purpose of meeting.

Teacher-coordinator then uses question technique to accomplish purpose of meeting.

Teacher-coordinator uses hook and loop to help explain program.

Teacher-coordinator discusses student responsibilities

Teacher-coordinator discusses training sponsor responsibilities

Teacher-coordinator discusses teacher-coordinator responsibilities

Teacher-coordinator discusses visitations

Teacher-coordinator discusses evaluation

Teacher-coordinator discusses grading

Wrap up by Teacher-Coordinator

Camera

Same as other series

TRAINING PLANS

Tape #1 -- Teacher-Coordinator and Training Sponsor

Setting - Business Office

Desk and side chair (normal desk top items)

Personnel -- Teacher-Coordinators

Franci Phillips Phillips and Associates Longmont, Colorado	Mrs. Jody Cash Office Education Teacher-Coordinator St. Vrain Valley Career Development Center Longmont, Colorado

Tape #1 is to be the teacher-coordinator calling on the training sponsor at the training station. The teacher-coordinator has left a training plan with the training sponsor and asked her to complete the "on-job" portion of the plan. The teacher-coordinator will be reviewing the form as completed by the training sponsor with the training sponsor.

Special materials needed:

* Training plan -- blank (2)

* Training plan -- completed by training sponsor (2)

Sequence - Open

Training sponsor is sitting at desk working on papers. There is a knock and the teacher-coordinator enters.

The two exchange greetings and the teacher-coordinator leads into the purpose of the appointment.

The two review the training plan with the teacher-coordinator taking the lead and asking specific questions.

When they are finished reviewing the plan, the teacher-coordinator reminds the training sponsor that she will be going over the plan with the student and will then want to have a joint meeting to go over the plan and finalize it.

Ends with the teacher-coordinator making appointment for the joint meeting.

Camera

Same as other series.

TRAINING PLANS

Tape #2 -- Teacher-Coordinator and Student

Setting -- School Office

Desk and side chair, normal desk top items

Personnel -- Teacher-coordinator -- Mrs. Jody Cash
Office Education Teacher-Coordinator
St. Vrain Valley Career Development Center
Longmont, Colorado

Tape #2 is to be the teacher-coordinator with the student. The student has been given a blank copy of the training plan and asked to complete the "in-school" portion. During this tape, the teacher-coordinator and student will be reviewing what the student has completed.

Special materials needed:

* Training plan -- blank -(2)
* Training plan -- completed by student (2)

Sequence

Teacher-coordinator is sitting at desk working. Student knocks and enters. Discussion concerning "in-school" portion of training plan follows.

After review is completed, the teacher-coordinator comments that she will condense the plan with the one which has been done by the training sponsor and will then review the final with the two of them (student and training sponsor) and informs student of appointment time and date.

Camera

Same as other series

TRAINING PLANS

Tape #3 -- Teacher-Coordinator, Training Sponsor and Student

Setting - Business Office

Desk and two (2) side chairs (normal desk top items)

Personnel -- Teacher-Coordinator -- Mrs. Jody Cash
Office Education, Teacher-Coordinator
St. Vrain Valley Career Development Center
Longmont, Colorado

Training Sponsor -- Franci Phillips
(Same as tape #1)

Student -- Diane Counsil
(Same as tape #2)

Tape #3 is to be the teacher-coordinator, training sponsor, and student in the training sponsor's office. Conference to review finalized training plan and determine that all parties agree to the final plan and accept their various responsibilities.

Special materials needed:

* Finalized training plan (4)

Sequence - Open

Training sponsor is at desk working on papers. There is a knock and the teacher-coordinator enters. Exchange of greetings and then the teacher-coordinator leads into purpose of visitation. The training sponsor calls student in from adjoining office. All parties jointly go through the training plan and discuss details. The teacher-coordinator wraps up the session by thanking the training sponsor and setting appointment for next visitation.

Camera

Same as other series

VISITATIONS

Tape 1 -- Reviewing A Training Plan

Setting -- Medical Office

Desk and side chair (normal desk top items including file folders)

Personnel -- Training Sponsor -- Glenna B. Eddy, R.M., B.S.
Independent Nurse Practitioner

Teacher-Coordinator -- Carol Manning
Teacher-Coordinator
Health Occupations
St. Vrain Valley Career Development Center
Longmont, Colorado

Tape #1 is to be the teacher-coordinator making a visitation to a training station during the first quarter of the school year for the purpose of reviewing, with the training sponsor, the progress of the student in comparison to the training plan. (Note: This is to be a normal call where the student's progress is the only issue which will be dealt with.)

Special materials needed:

* Copy of student's training plan (3)
* Coordinator's call report (3)
* Evaluation form (3)

Sequence - Open

Training sponsor sitting at desk working on papers

Knock -- teacher-coordinator arrives

Brief conversation -- coordinator states why she is there and leads into review of training plan using copy which she has brought along.

Actual Review of Plan -- Teacher-coordinator makes notes of call report.

Ending -- Teacher-coordinator suggests areas where the training sponsor might work with student to help and review areas which she will work with the student in class.

Wrap up -- Coordinator makes appointment for next call (2 weeks) which will be evaluation and leaves a copy of evaluation form and leaves.

Cameras -- Pick up parties as they are talking. When specific reference is made to an item on the training plan, camera to "come in" on the training plan.

VISITATIONS

Tape 2 -- Evaluation of Student

Setting -- Same as Visitations, Tape 1

Personnel -- Same as Visitations, Tape 1

Tape 2 is to be the teacher-coordinator returning for the appointment made in Tape 1. This is to be the first evaluation of the year and will utilize an evaluation form which is independent of the training plan. The evaluation will be completed during the call.

Special materials needed:

* Evaluation form (3)

* Coordinator's call report (3)

Sequence:

Open -- Teacher-coordinator waiting in office -- training sponsor comes in -- has been with patient and student.

After normal greetings, etc., the teacher-coordinator takes out a blank evaluation form and starts the process of completing the evaluation by stating why the evaluation contains the items it does (need for the traits in the medical field).

During the evaluation the training sponsor brings out a problem which has developed with the student. The teacher-coordinator then works with the sponsor to develop a plan to help the student overcome the problem. When the solution is found, the teacher-coordinator makes notations on the evaluation as well as the call report form.

When all items on the form have been covered, the teacher-coordinator thanks the training sponsor and points out that she will go over the evaluation with the student at school and reminds the training sponsor that this is one of the real values of the cooperative program.

Wrap up

Teacher-coordinator makes appointment, thanks training sponsor again and leaves.

Cameras

Pick up parties as they talk and "come in" on forms as they are referred to.

APPENDIX D

MODULE ONE

NAME _____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Differentiate between a cooperative vocational education program and other school programs which place students in work situations.

2. Why is it essential for a teacher-coordinator to have an office, a telephone, release time and an extended contract?

3. Compare the effectiveness of a cooperative program with 20 students versus one with 40 students.

4. A related class and on-the-job training are two major elements in a cooperative vocational education program. How do they complement each other?

5. Explain why the service area cooperative vocational education programs are not able to serve disadvantaged students.

MODULE TWO

NAME_____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Explain the functions which an advisory committee of a cooperative vocational education program has which an advisory committee to a non-cooperative vocational program does not have.

2. Compare the role of a teacher-coordinator of a cooperative vocational education program in dealing with community personnel with that of a "regular teacher".

3. Explain why a teacher-coordinator of a cooperative vocational education program should have a solid working relationship with other teachers, counselors and administrators.

4. Why should various service area teacher-coordinators meet periodically and exchange information on training situations?

MODULE THREE

NAME_____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Why is it advisable to use several types or forms of recruitment for a cooperative vocational education program?

2. Explain the importance of careful planning in a recruitment program.

3. Why is planning and presenting an effective recruitment presentation important to the success of the cooperative vocational education program?

4. Why would students who are currently enrolled in a cooperative vocational education program be one of the best sources to use in a recruitment program?

MODULE FOUR

NAME_____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Explain the necessity of the "two-way" effort in enrolling students in the cooperative vocational education program.

2. What purpose is being served by the gathering and interpreting of data about students' occupational needs and interests?

3. How can the guidance staff be of assistance to the students and teacher-coordinator?

4. What general types of information should the teacher-coordinator have on file for use by students and, to be effective, how should this information be used?

5. Why is it necessary to file the collected data in the student's cumulative record?

MODULE FIVE

NAME_____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Explain why a business which has new facilities and equipment would not automatically qualify as a training station.

2. Explain why the attitude of a firm's employees is an important consideration in selecting a firm as a training station.

3. Compare a training station which is willing to work with a training plan with one which is not in terms of benefits to the student.

4. What is the purpose of conducting a community survey on an average of every three years?

5. Explain how civic organizations, advisory committees and the local chamber of commerce are helpful in locating training stations.

MODULE SIX

NAME_____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. What is the purpose or importance of developing a packet to leave with a prospective training station?

2. Explain the proper procedure to use in developing a training station.

3. Explain how your advisory committee can help in the development of training stations.

4. Compare the effectiveness of "dropping in" versus a more planned approach in developing training stations.

5. Why should a student's career objectives serve as the basis for developing training stations?

MODULE SEVEN

NAME_____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

1. Explain how students in a cooperative vocational education program can be placed in a situation where they will be receiving some of their training in what is legally a hazardous occupation even though they are less than 18 years of age.

2. What provisions are available for placing a student for less than the minimum age?

3. Explain why a student in a cooperative vocational educational program is not eligible for unemployment compensation.

4. What are the guidelines on hours of the day that high school age students in a cooperative vocational education program may be employed?

5. What is the policy if federal and state labor regulations differ on a given area?

MODULE EIGHT

NAME_____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by your can be matched.

1. Explain why it is important to have students actually interview for a placement rather than having you as the teacher-coordinator assign them to training stations.

2. Compare placement procedures for a student who enters your program with a job and one who enters your program without a job.

3. Why should all cooperative vocational education programs include a unit on job application and interview prior to actual student placement?

4. Explain the essential elements of a training agreement and why each is important.

5. Explain the importance of including parents or guardians in the training agreement.

STUDENT'S RESPONSE TO THE ALTERNATIVE DELIVERY SYSTEM

NAME_____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance in the course. The only reason your name is requested is so the instruments completed by you can be matched.

NOTE: Please refere to the modules in responding to these statements.

1. Compare the method of instruction used in this class (the use of modules taught by a facilitator) to the traditional method of instruction (professor-lecture). What are the strong and weak points of the method used in this course.

2. The Overview of each activity provided directions for that portion of the module. Please discuss any segments of the Overview which were difficult to understand.

3. Was there any segment of the format of the modules that caused you difficulty? Please indicate specific segments where revision is needed.

4. Do you feel the media reinforced the concepts presented in the modules? Please indicate specific media which you felt was inappropriate and why.

5. Were the objectives for each module clear? Please indicate those which were not.

6. Do you feel the activities in the modules helped you meet the objectives? Please indicate those which did not.

7. What is your reaction to the course being taught in this manner?

FACILITATOR'S RESPONSE TO THE ALTERNATIVE DELIVERY SYSTEM

NAME _____

INSTRUCTIONS: Please respond to each of the following questions on the attached sheet. The items are designed to aid in the evaluation of new material for the course "Coordinating Techniques for Cooperative Vocational Education in Colorado." Your response will be kept confidential and not be used to evaluate your performance. The only reason your name is requested is so the instruments completed by you can be matched.

NOTE: Please refer to the modules in responding to these statements.

1. Compare the method of instruction used in this class (the use of modules taught by a facilitator) to the traditional method of instruction (professor-lecture). What are the strong and weak points of the method used in this course.

2. The Overview of each activity provided directions for that portion of the module. Please discuss any segments of the Overview which were difficult to understand.

3. Was there any segment of the format of the modules that caused you difficulty? Please indicate specific segments where revision is needed.

4. Do you feel the media reinforced the concepts presented in the modules? Please indicate specific media which you felt was inappropriate and why.

5. Were the objectives for each module clear? Please indicate those which were not.

6. Do you feel the activities in the modules helped you meet the objectives? Please indicate those which did not.

7. What is your reaction to the course being taught in this manner?

8. Do you feel you understood your role as a facilitator?

ATTITUDE SCALE

This scale has been prepared so that you can indicate how you feel about this course. PLEASE RESPOND TO EVERY ITEM. In each case, draw a circle around the letter which represents your own reaction as follows:

SA	if you strongly agree with the statement
A	if you agree but not strongly so
N	if you are neutral or undecided
D	if you disagree but not strongly so
SD	if you strongly disagree with the statement

Remember, the only correct answer is the one which actually represents how you feel about this class.

1.	I like the method used in teaching this course	SA	A	N	D	SD
2.	My attitude toward this course is less favorable than it was	SA	A	N	D	SD
3.	There is not enough contact between teacher and students in this course	SA	A	N	D	SD
4.	Too much emphasis has been placed on topics that are unimportant	SA	A	N	D	SD
5.	I can see no advantage of this method of teaching over other methods	SA	A	N	D	SD
6.	This course exceeds my highest expectations	SA	A	N	D	SD
7.	I have neutral feelings toward the subject matter of this course	SA	A	N	D	SD
8.	The presentation of this course is paced too fast . . .	SA	A	N	D	SD
9.	I am disappointed with this course	SA	A	N	D	SD
10.	I find it easy to study this subject because I am really enthusiastic about it	SA	A	N	D	SD
11.	I am forced by the method in this course to spend too much time on material I already know	SA	A	N	D	SD
12.	Teachers of all courses should employ the method used to teach this course	SA	A	N	D	SD
13.	Students do not participate enough in this course . . .	SA	A	N	D	SD
14.	I remember the material in this course because of the method used to present it	SA	A	N	D	SD
15.	I did not think I would learn as much in this course as I have	SA	A	N	D	SD
16.	The teaching method used in this course doesn't give me enough freedom	SA	A	N	D	SD
17.	The method of instruction used in this course could be improved greatly	SA	A	N	D	SD
18.	The topics presented in this course are well organized	SA	A	N	D	SD
19.	This course has not fulfilled the hopes I had for it . .	SA	A	N	D	SD
20.	I have not had a chance to review when I wanted to in this course	SA	A	N	D	SD
21.	The subject matter of this course is interesting	SA	A	N	D	SD